**INSTRUCTIONAL MODEL**

Protocol for School Discussions

1. Have teachers think about the most powerful learning experience they have encountered and write down what made it so powerful. Use this sentence starter on a google doc or chart paper. “Learning occurs best when….”

2. Create a *Rationale –*

*What is an instructional model? Provide the staff a working definition.*

*Ask the staff the following questions (give questions one at a time) using Think, Pair, Share.*

*Why do we need an IM?*

*Why do we need common language?*

*Why do we need to improve instruction?*

*TO IMPROVE STUDENT LEARNING*

3. Show an instructional video that is a good teaching example. Use Anita Archer or one from our ALP video repository. <http://blog.esu10.org/alp>

user name: ALP

password: ESU10alp

4. Brainstorm with teachers what effective and ineffective teaching practices were viewed. Take the ineffective practices and turn them into positive practices. The list you create will become your instructional principles.

5. Categorize the principles. There are examples for your perusal. If teachers are unable to create categories on their own OR if you, as the administrator, want certain categories to be included then you need to give teachers some headings: learning environment, preparation, strategies, formative assessments, etc. You could use the NE Framework, Danielson’s and Marzano’s domains, Anita Archer’s 16 elements, Mitch Kubicek’s Principles of Learning for Dorchester, or the Thoughtful Classroom Teacher Effectiveness Framework for Teacher Evaluation to assist in creating the categories (examples included).

**Explicit Instruction – Archer & Hughes**

16 Elements of Explicit Instruction

1. Focus instruction on critical content
2. Sequence skills logically
3. Break down complex skills and strategies into smaller instructional units
4. design organized and focused lessons
5. Begin lessons with a clear statement of the lesson’s goals and your expectations
6. review prior skills and knowledge before beginning instruction
7. provide step-by-step demonstrations
8. use clear and concise language
9. provide an adequate range of examples and non-examples
10. provide guided and supported practice
11. require frequent responses
12. monitor student performance closely
13. provide immediate affirmative and corrective feedback
14. deliver the lesson at a brisk pace
15. help students organize knowledge
16. provide distributed and cumulative practice

Design, delivery, organizing for instruction, providing appropriate practice opportunities

**Mitch Kubicek – Dorchester Principles of Learning**

Relationships

Routines and Rules

High Expectations for All

Introducing Content

Practicing Content

Learning Objectives

Questioning strategies

Monitoring progress

Engaging Students

**NE Framework - Nebraska 7 Effective Practices**

–Foundational Knowledge

–Planning and Preparation

–Learning Environment

–Instructional Strategies

–Assessment

–Professionalism

–Vision and Collaboration

Marzano’s Art and Science of Teaching Framework – 60 elements total

Domain 1 – Classroom strategies and Behaviors

Domain 2 – Planning and preparing

Domain 3 – Reflecting on Teaching

Domain 4 – Collegiality and Professionalism

Danielson’s Instructional Framework for Teaching

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation** 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing [Student](http://www.danielsongroup.org/article.aspx?page=frameworkforteaching) Assessments | **Domain 2: Classroom Environment** 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space |
| **Domain 4: Professional Responsibilities** 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism | **Domain 3: Instruction** 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness |

Thoughtful Classroom Teacher Effectiveness Framework

|  |  |  |
| --- | --- | --- |
| Organizing Rules and Procedures | Preparation for New Learning | Positive Relationships |
| Deepening and Reinforcing Learning | Presenting New Learning | Reflecting On and Celebrating Learning |
| Culture of Thinking and Learning | Applying Learning | Engagement and Enjoyment of Learning |

|  |
| --- |
| Professional Practice  (effective professional practices that are not directly related to instruction, looking beyond the classroom) |

Cornerstones are in red and these are effective teacher practices that you should see in all classrooms. Always included in teacher evaluation.

The other 5 are design and delivery. 5 episodes of good instruction. Insures observer and teacher are on the same page.

There are essential questions that go in each square that start with, “How do you…?” In the 4 corners it always focuses on LEARNING of both teacher and student.

Every dimension has “look fors” or indicators.

There are indicators that involve students. Impact on student learning. What are the students doing?

4 Ps for effective feedback:

provide evidence

praise

pose questions

propose